



Special Educational Needs Policy
For St Joseph's Catholic Primary School

Empowered by the example of Christ, St. Joseph's Catholic Primary School strives to promote the education and development of our children in an atmosphere of love and mutual respect.

- ✘ *by creating self-discipline through an awareness of the consequences of our actions, so as to nurture positive behaviour, secure in the knowledge of forgiveness.*

Philosophy and Vision Statement

At St Joseph's we believe each individual is uniquely created by God and has a distinct contribution to make to our community. We believe as a Christian community that we need to be open to each other's special needs whether they are spiritual, emotional, intellectual, physical, educational or social.

We are proud of our provision for children with Special Educational Needs (SEN), and we are committed to their successful inclusion whilst meeting their individual needs. Our approach to teaching and learning recognises that all children's needs are dynamic and relative and that all children may have special educational needs at any time and for any length of time during their school career.

By strengthening the partnership between home, school and parish and celebrating each other's talents, we may develop a greater understanding and mutual respect for one another. We are committed to working with parents and children in order to ensure each child has equal access to the curriculum and is able to reach his or her full potential.

This policy is in keeping with the schools aims, its Learning and Teaching policy and its Equal Opportunities policy. The governing body and all staff of the school will aim that all pupils enjoy a broad and balanced education, which meet individual needs.

Definition of Special Educational Needs

At St Joseph's we use the definition for SEN and disability from the SEND Code of Practice (2014) which states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.¹*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “.....**a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities**”²*

Key Roles and Responsibilities

The Inclusion manager has responsibility for:

- a. The day-to-day operation of the school's SEN policy.

¹ Code of Practice 2014

² Equality Act 2010

- b. The implementation and achievement of the key objectives.
- c. Liaising with and advising teachers and support staff.
- d. Co-ordinating provision for children with special educational needs, including those with EHC plans.
- e. Co-ordinating arrangements with the class teacher regarding those pupils with SEN and disabilities.
- f. Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs.
- g. Liaising with parents of children with special educational needs.
- h. Contributing to the in-service training of staff.
- i. Liaising with external agencies including the Education Psychology service and other support agencies, medical and social services and voluntary bodies.
- j. Monitoring the progress of all children with SEN and responding/intervening where appropriate to increase the individual Child's rate of progress.

Special Educational Needs Co-ordinator (SENCO): Jennie Trimmer who is also a member of the Senior Leadership Team.

Contact Details: The SENCO can be contacted either by email: jtrimmer@stjosephsguildford.com or by telephone via the school office: 01483 888401.

National Award for SEN: Not taken as the SENCO has been in role previous to 2009.

Details of staff in school with specific roles:

SEN Governor:	Pauline Searle
Designated Child Protection Officer	Michael Calnan
Pupil Premium target setting:	Jennie Trimmer
Pupil Premium funding management:	Paul Murton
Looked After Children teacher responsible:	Jennie Trimmer
Looked After Children funding management:	Paul Murton
Medical Needs:	Jennie Trimmer

Introduction

How was this policy put together?

This policy was created in partnership with the Headteacher, the SEN Governor, SENCOs and parents. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

How can parents access this policy?

This policy can be accessed through the school website: <http://www.stjosephsguildford.com/our-school/inclusion> and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font, language other than English.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) 3.65 and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for school DfE Feb 2013
- ✓ Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- ✓ Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- ✓ The National Curriculum in England Key Stage 1 and 2 framework document 2014
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards

Aims and Objectives

Aims

At St Joseph's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Our aim is to organise our school in ways that help teachers to respond to and indeed develop and enhance the personal qualities and interest of each member of their class.

- ✓ We believe that all children should be entitled to participate in a broad and common range of experiences.
- ✓ We aim to ensure a high level of staff expertise in order to meet children's needs, through targeted continuing professional development.
- ✓ We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- ✓ Ambitious educational and wider outcomes will be set for them, together with you as parents and with your child.
- ✓ We want all pupils to become confident individuals who will be able to make successful transition on to the next phase of their educational journey and into adulthood.

Key Objectives

These will vary from year to year and are in keeping with the School development Plan:

- ✓ To continue to implement the changes associated with SEND14 ensuring effective provision for identified children.
- ✓ To further develop whole school provision management to ensure that there is universal, targeted and specialist support for children with special educational needs and disabilities.
- ✓ To continue to identify, assess, plan, provide and review provision for children who have special educational needs and disabilities with the child and their parents / carers.
- ✓ To ensure staff are provided with a programme of training and support which further develops good practice within the guidance set out in the SEND Code of Practice, July 2014.
- ✓ To ensure that SEND children make at least good progress.
- ✓ To set up a parent forum to ensure effective communication and co-production of policies and practice for children with SEND.

Identification of needs

Within SEND there are 4 areas of need:

- ✓ Communication and interaction –including speech and language and social communication needs (associated with Autistic Spectrum Disorder - ASD).
- ✓ Cognition and learning – including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia.
- ✓ Social, emotional and mental health – including children who display challenging behaviour, are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD) or children who find aspects of school difficult.
- ✓ Sensory and / or physical - including hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability.

At St Joseph's school we will identify the needs of each child by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. The child's individual provision map(IEP) will outline the arrangements put in place.

A Graduated Approach to SEN Support

- ✓ We offer quality first teaching for all children, delivered by the class teacher. Children's needs are identified and appropriate learning activities are taught.
- ✓ The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is good practice in making teaching and learning accessible to pupils learning at different rates. This is the first step in responding to children who may have SEN.

- ✓ Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from learning assistants or specialist staff.
- ✓ The progress of SEN children is regularly monitored through the school tracking system, pupil progress meetings and meetings with the teacher and Inclusion manager.
- ✓ Additional support is provided when a need is identified by the class teacher and SENCO, however additional support cannot compensate for a lack of good quality teaching.
- ✓ The quality of teaching for all children, including those at risk of underachieving is regularly and carefully reviewed through observations, learning walks and work scrutiny.
- ✓ Training is provided to develop teachers and Learning Assistants understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

For more information on our graduated approach see our provision map on the school website:

<http://www.stjosephsguildford.com/our-school/inclusion>

How we decide whether to make special educational provision

This involves the teacher and SENCO considering all of the information gathered within the school about the child's progress based on their age and starting points and against national data and expectations of progress including:

- ✓ Accurate formative assessment
- ✓ Whole school moderation of children's progress
- ✓ Provision management outcomes
- ✓ Specific assessment, as required

Where a child has higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist, learning and language support, physical support service and speech and language service.

For more information see our school SEND information report: <http://www.stjosephsguildford.com/our-school/inclusion>

How the decision is made to place a child on the Special Educational Needs Register

If a child is identified as having special educational needs, St Joseph's school will take action to remove barriers to learning and put effective provision in place. The decision will be taken whether or not the child needs to be placed on the SEN register under the category of SEN Support. This is when the child's needs require intervention which is 'additional to' or 'different from' the differentiated curriculum available for all children in the school.

The SEN Support will take the form of a four part cycle or Asses, Plan, Do and Review, as shown below:



Assess

At St Joseph's, we may place a child on the SEN register where a need has been identified through:

- ✓ Carefully tracking children's progress and development when compared to their peers and national expectations

- ✓ Expression of concern by a class teacher, parent or medical authorities
- ✓ Specialist assessments by education and health professionals.

Plan

If SEN support is required the teacher and SENCO with the parent / carer involvement will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes. All staff working with the child will also be made aware of the plan and children will be made aware of their targets. Parents will be asked to share the monitoring of progress through any learning at home.

Do

The class teacher is responsible for working with the child and for liaising closely with any staff who provide support set out in the plan and monitor the progress being made. The SENCO will in turn provide support, guidance and advice for the teacher.

Review

The plan including the impact of the support and interventions will be reviewed regularly by the SENCO, teacher, parent/carer and child. This will inform next steps in planning or where appropriate, the removal of SEN Support for the child. For children with a Statement or EHCP, the Local Authority must review the plan annually or every six months if the child is under five years old.

How parents, families, children and young people are involved in this process

At St Joseph's School we believe that education is most successful when parents and school staff work together in partnership. Home is where a child's first teachers are found and so we want every person who shares a child's life to have an opportunity to contribute to his or her learning.

We aim to make it as easy as possible for parents to discuss any concerns they may have about their child. The class teacher or SENCO aim to see parents as quickly as possible once a request for an appointment has been received.

Each term parents / carers will be involved in meeting with the class teacher to review progress against previously set targets and to discuss / agree new targets set by the class teacher and SENCO. Teachers will ensure children know their targets and how they can achieve them.

For the Annual Review Meeting for children with a Statement or EHCP the school will send invitations to their parents. Children of an appropriate age will be encouraged to contribute to their review, for example by bringing a selection of their work or by a PowerPoint presentation.

SEN Provision

Additional Support

SEN support can take many forms. This could include:

- ✓ A learning programme to support reading, writing or maths: such as maths or Phonological Awareness.
- ✓ Extra help from a teacher or learning assistant
- ✓ Small group work
- ✓ Observing in class or at break time and keeping records
- ✓ Helping children to take part in class activities
- ✓ Ensuring children understand and ask questions
- ✓ Encouraging children to try things they find difficult
- ✓ Supporting with physical or personal care difficulties
- ✓ Supporting children in understanding their emotions
- ✓ Specialist support from outside agencies if appropriate which may include:
 - Speech and Language Therapy
 - Literacy and Learning support service
 - Physiotherapist and Occupational Therapist
 - EP service (Education Psychology)
 - Service for visually impaired
 - Service for hearing impaired

- CAMHS
- Family Support Worker
- Behaviour Support Service

Managing the needs of pupils on the SEN register

- ✓ The school aims to respond early to identify children's individual needs by regular observations, assessments and tracking of progress.
- ✓ The school co-ordinates provision appropriate to the needs of the individual child.
- ✓ The class teacher will liaise with the SENCO to discuss appropriate support.
- ✓ The SENCO in conjunction with the class teacher and where appropriate the Teaching Assistant will be responsible for maintaining and updating the support plan.
- ✓ Targets are set termly and outcomed the following term. These are shared with the parents/carers and amended if necessary.
- ✓ We use the Surrey provision Management Tool to keep a record of interventions and outcomes. Children have individualised Provision Map targets. Costed provision maps are completed for individual children where appropriate.
- ✓ Interventions are regularly monitored and dependent on the intervention, have a set period over which children receive this support.
- ✓ If a child does not make sufficient progress with specific interventions in place, the school will request involvement from outside agencies such as Learning and Language Support Service or Educational Psychology. Parents will either meet with the professionals or receive a report based on their observations. If appropriate the school will request an assessment for an Education, Health and Care Plan. If successful, an assessment will then be undertaken and evidence gathered to support the application.
- ✓ The SENCO is responsible for updating SEND registers and data. These are reviewed termly.
- ✓ If a child makes sufficient progress to no longer require support from interventions, they will be removed from the register and monitored. Parents are advised of any changes.

Supporting parents/carers and young people

- ✓ More information about the support we offer at St Joseph's School can be found in our SEN Information Report on our school website: <http://www.stjosephsguildford.com/our-school/inclusion>
- ✓ Surrey's Local Offer which includes other agencies who provide a service can be found on the Surrey website: <https://www.surreysendlo.co.uk/>
- ✓ We welcome children with special needs into our school and see them as adding to the diversity of our community. The school caters for a wide ability range and the presence or absence of a special educational need is not a factor in the selection of pupils.
- ✓ We support children with transition into our school reception classes through visits into their new classrooms. At the end of each year children visit their new classrooms and meet their new teachers. Year 6 children have a transition day to their new schools. The transfer of information about each child during teacher handover meetings between the child's current teacher and next teacher or school, help to enable a smooth transition between classes and schools.

Supporting pupils at school with medical conditions

At St Joseph's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs will have an individual health care plan (IHCP) outlining the support and or resources that they require. We comply with the duties under the Equality Act 2010. Please see our school Medical Needs policy for more information.

The school has designated staff trained in first aid. This training includes the use of Epi-Pens. Specific training is provided on an individual basis as necessary for other requirements such as diabetes and epilepsy or for special equipment such as hearing aids.

Monitoring and evaluation of SEN

The provision for children with SEND is regularly monitored and evaluated through a robust system of Pupil Progress meetings and data analysis. The SEND Governor meets with the SENCO to discuss the progress of

children on the Code of Practice. The numbers of children with SEND and their progress is discussed during relevant Governing Body meetings. The School Improvement Plan reflects priorities for children with SEND.

Training and development

- ✓ Training needs of staff are identified and planned through the Teacher Appraisal cycle and the needs of identified individual or groups of children
- ✓ Support staff receive training throughout the year.
- ✓ The SENCO attends Network meetings regularly.
- ✓ Staff are able to attend courses according to their own needs and experience.
- ✓ Teaching assistants are included during in-service training days where relevant.
- ✓ The midday supervisor regularly communicates with assistants to ensure that a consistent approach to the children is maintained and that individual special needs are known to all staff
- ✓ We have 1 school counsellor and a trained Emotional Literacy Support Worker.
- ✓ Some support staff have completed the Eklan training programme for speech, language and communication needs.
- ✓ 1 member of support staff has ELSA (Emotional Literacy Support Assistant) training and the school has a counsellor.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the Inclusion manager – Jennie Trimmer. It will next be reviewed in October 2017.

Complaints Procedure

If parents have a query about the SEN provision their child receives it is suggested that they first approach their child’s teacher or SENCO and then consult the Headteacher if they require further information. If the matter is not fully resolved it may then be referred to the Governors.

For further support or advice please contact Surrey SEND Information, Advice and Support Service (SSIASS)- previously known as Surrey Parent Partnership, on 01737 737300.

Completed by:	Jennie Trimmer, SENCO	October 2015
Agreed:	Governors	2016
Updated and reviewed:	Jennie Trimmer, SENCO	October 2016 & 2017
To be reviewed:	Jennie Trimmer, SENCO	October 2018